

# CLASS- BASE INTEGRATED SOFT SKILLS LEARNING MODEL (CISL) FOR VOCATIONAL HIGH SCHOOL STUDENTS

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## Abstract

Classroom-based learning soft skills effectively increase hard skills when administered with habituation-based management performen. This article will discuss an integrated model of the development of soft skills that have tested the effectiveness of the productive class. This integration soft skills model (ILS) is the approach the topic as the integration between hard skills and soft skills. Topics are developed based on the analysis of competence and teaching materials. The model consists of two key components: 1) the integration of components and 2) learning component that describes the acculturation process through continuous improvement. Component integration is the integration of learning targets, the student, and teacher-designed learning environment. Component of learning is a process of familiarization with continuous improvement. Integration on the learning targets teachers do when designing lesson plans, integration on students to do when students create a learning contract, and the integration of the learning environment illustrates that learning occurs in the integration of soft skills and hard skills. At this time students learn to integrate the soft skills and hard skills simultaneously. Learning as a process of acculturation occurs naturally when the students moved the potential soft skills and hard skills with continuous improvement mechanism. Students are encouraged to conduct self-evaluation by self-reflection as well as an effort to motivate myself to do my best. The teacher's role was to be effective in helping to improve the mastery of soft skills and be sensitive to changes in the behavior of soft skills of each student.

**Keywords:** soft skills, class-based integrated learning model, vocational students

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## 1. INTRODUCTION.

Class-based soft skill learning becomes a necessity when teachers are aware of their responsibilities as professionals. Teachers, as the managers of learning, have strategic roles in preparing high-qualified human resources who have competitive ability and who are ready to compete in work field. Soft skills are the key to be ready employee. Therefore, soft skills learning must be a priority when educational institution expecting its graduates to be absorbed easily and competitive in work field.

Soft skills are a number of abilities or talents visible when someone works in a work place (James and James in Mitchel, 2008:1). In the twentieth century, there is a change of paradigm that an employee must have mastered more soft skills than hard skills (Ganzel in Mitchel 2008:3). This is in line with the change of knowledge-based economic paradigm which requires an employee must have mastered more soft skills. It needs a longer time to develop soft skills than hard skills which can be coached up and developed in the work place.

Soft skills are nontechnical abilities. It is difficult to observe, to measure, as well as to teach them. However, indeed, soft skills belong to hard

skills, so that observing hard skills will give soft skills nuance within. People who can integrate both of them and those who are able to work hard in achieving maximum results can be observed from their productive, effective, and efficient works. Soft skills are complement to hard skills. Both of them are needed to work.

It is easy to teach soft skills if they are integrated in technical skills. This integration will make the mastery of hard skills better. The students will become more understood of soft skills which later become their success key. The students will be encouraged to develop thinking ability, sense ability and physical capability in balance when they are faced to work problems, life problems and life.

Class-based Integrated learning skills model (CILS) is an alternative. The advantage of ILS model is relatively cheap so it does not make a burden for the school, especially for the principal, the teachers as well as the students. This model can be applied in theory learning and practice learning. The key is moving the integrated soft skills potentials through active learning and experience-based learning. This model has been tested in productive class of Culinary Program of Vocational School and it successfully improves the performance of food processing and food serving practices.

CILS model is aimed to meet Vocational School's needs as a work-field oriented institution. This model is expected to make the students master hard skills as the requirement of work and soft skills as the complement of hard skills. In line with that, Wardiman Djoyonagoro (1998: 30) states that the mastery of key competences is done through the learning process designed by teachers which is able to bring Vocational School's students being high-qualified human and ready to compete with other employees. The key competence integrates soft skills.

## 2. DISCUSSION

Class-based integrated learning skills (CILS) model is developed based on several things:

### 2.1 Principles of Learning Theory

The development of CILS model is based on the study of learning theory used eclectically among cognitive, constructive, behaviourism, and humanism. The model development is based especially on the change of integrated soft skills due to learning situation developed by the teacher. The change of behavior occurs when the student is encouraged by his/her cognitive potential to understand the concept of soft skills and to grow integrated soft skills's potentials, and it is conditioned by learning experiences enabling the development and the construction of soft skills's concept related to context. Furthermore, internalization process occurs to the students and it seems on the behavior of integrated soft skills.

Integrated soft skills learning cannot be separated from culinary context. The contexts of food processing and food serving are different. Working in the kitchen needs: 1) *positive attitude toward the job* that can be seen in the behaviors such as adept, efficient, neat, clean, safe as well as proud toward the work; 2) *staying power* that shows strength either good physical, mental, stamina and health as well as the desire to work hard; 3) *ability to work with people* is the ability in a team work and cooperation, not egoistic, appreciate the partner's work, not envy, and able to control her/himself; 4) *eagerness to learn*, the desire to learn along the time and conduct experiment; 5) *experience*, means that working experience can be a media of self-improvement by doing exercises while working that later will improve professionalism; 6) *dedication to quality*, always uphold the food's quality so that it can create a "gourmet food"; 7) good understanding of the basic, means that this mastery will be helpful for creating the best work and full of innovation and later it will create a brilliant chef (Wiley John & Sons, 1983:8).

A waiter must show the work's quality which is measured by skill, accuracy, friendliness and comfort (Hamidah, 2004).

The context of culinary work always emphasizes the behaviors of soft skills that have meanings for the development of career and self-development. By using ILS model, the students construct the concepts of soft skills independently that are suitable with the context and they are encouraged to be the best. They are also continuously getting consistent with the behaviors of soft skills and making this as a part of their personalities.

### 2.2 The purpose of ILS Model Development

CILS model is developed as the form of anticipation toward the development of work market. Workforces in the future are expected to master ability for adapting and capacity to keep learning. ILS model is developed with the aim of providing skills for workforces of vocational schools' graduates in order to get more ready in entering work market and get ready to develop. The focus of soft skills developed in the model is based on competence with various industries of restaurant and catering. It includes: team work, strategic thinking, the ability of continual learning, the ability of potential development, communication, being goal oriented, discipline, problem solving, creativity, hard work to succeed, coping and managing fear, professionalism, commitment, and responsibility (Hamidah, 2011).

In line with the basis of the development of CILS connected and nested model (Fogarty, 1991:xiv), CILS model is started by selecting topic of hard skills needed by students when working in the kitchen and in restaurant. Through the analysis of competence and learning material, it will find correlation between soft skills and hard skills in each topic, concept, skill, and work field today and in the future. By CILS model, soft skills will be achieved easily, because soft skills are integrated. Every learning activity contains soft skills and it is measured through learning target as manifestation of the achievement of multiple skills and multiple targets.

CILS model is aimed to form the vocational school's students of Culinary Program who have good characters. The implementation of CILS model effectively will improve standardized and good performance when it is faced to various situations. The students are able to demonstrate their performance, knowledge, skills and personal characters if they are faced to the learning situations designed by teachers. So it is clear that CILS model develops competence measuring someone's knowledge, skills or personal character related to work effectiveness. This competence's mastering

makes the students more skillful and shows standardized work results.

### 2.3 Learning Syntax

CILS syntax describes an instructional strategy to make the students learn and to help students to get information and it also describes skills, value, and the way of thinking so that the students are able to express themselves and have better capability in learning. In other words, CILS learning strategy is a learning design in the sequence of activity, involving all facilities and learning sources directed to achieve the purposes of learning.

In line with the pattern of connected and nested integration applied in CILS, there are three important things related to the determination of learning strategy. First is the analysis of basic competence and learning materials which will be the basis of the determination of learning purposes. The purposes are describing the integration between

hard skills and soft skills and determining the standard of achievement, especially soft skills as well as explaining content that describes the unit's range and the learning materials which will be learned by the students.

Second is the understanding of the profile's description of the students' soft skills as the basis of determination of learning activity. The learning activity explains what the students should do including the readiness of mental, physical, as well as mechanism of soft skills' internalization.

Third is habit-based learning experience that functions to improve the mastery of integrated soft skills and hard skills. Within it, there is a process of soft skills strengthening integrated continually which is not forced but done consciously.

A set of learning strategy is presented in this syntax as follows:

Table 1. Syntax of class-based integrated soft skills learning

No	Stages	Procedures	Role	
			Teacher	Student
1	Integrated learning implementation	<ul style="list-style-type: none"> <li>▪ Determining topic and sub topic, then arrange them in topic map.</li> <li>▪ Determining soft skills that will be taught and understanding the concept of each soft skill</li> <li>▪ Designing learning activity in each soft skill that will be taught</li> <li>▪ Determining the learning target</li> <li>▪ Making integrated lesson plan</li> </ul>	<ul style="list-style-type: none"> <li>▪ Determining soft skills taught based on the analysis of curriculum and class situation</li> <li>▪ Determining learning target as the standard</li> <li>▪ Making learning scenario</li> <li>▪ Controlling learning sources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding soft skills and behavior</li> <li>▪ Making learning contract</li> <li>▪ Forming work team, if necessary</li> </ul>
2	Implementation	<ul style="list-style-type: none"> <li>▪ Developing the concept of soft skills as the form of awareness. There is an awareness of learning target.</li> <li>▪ Emphasizing on practice situation praktek</li> <li>▪ Strengthening management</li> <li>▪ Independency-based learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitating learning that is rich of experiences and in work situation</li> <li>▪ Guiding and monitoring learning</li> <li>▪ Explaining the mistakes of soft skills behavior and encouraging self-improvement.</li> <li>▪ Applying strengthening management</li> <li>▪ Motivating</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interacting with the learning situation</li> <li>▪ Building the cognitive structure by constructing the concept of soft skills</li> <li>▪ Controlling behavior toward perfect mastering</li> <li>▪ Obeying the learning</li> </ul>

				contract
3	Reflection, observation and evaluation among colleagues	<ul style="list-style-type: none"> <li>▪ Monitoring the development of soft skills achievement</li> <li>▪ Implementing continuously</li> <li>▪ Evaluating gradually consisting before, during, and after</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning evaluation instrument</li> <li>▪ Doing reflection and evaluation continuously</li> <li>▪ Using the results of observation, reflection and evaluation among colleagues for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Showing the mastery of soft skills</li> <li>▪ Reflecting the performance of soft skills independently</li> <li>▪ Improving the work performance</li> </ul>

## 2.4 The Developed Learning Experience

Learning experience emphasizes on the students' activities in the form of the student-centered learning. The main focus of learning activity is the student's participation in forming knowledge, making meaning, questioning clarity, having critical attitude, and justifying. The students obtain a lot of opportunities to develop knowledge and understanding and always updating their knowledge from the results of interaction with learning experiences from surroundings. The students will get deep meaning about what they know as well as strengthen self-concept. The strength of learning is derived from the students themselves controlled by the teacher, the materials and the standard of achievement.

CILS model applies various patterns such as independent learning, cooperative learning, collaborative learning, generative learning, and cognitive learning like problem-based learning and cognitive strategy (Pauline., Dina Mustafa., Mestika Sekarwinahyu. 2005: 40-41).

Learning experience with CILS model focuses on two key components. In the first component, soft skills are integrated in learning target, the student him/herself and learning environment. In the second component, soft skills learning is as acculturation implemented through continuous improvement process. It seems on the following figure:

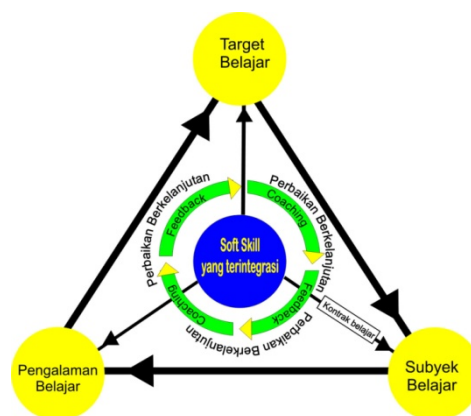


Figure 1. Figure. Integrated soft skills learning model (Hamidah, 2011)

The figure above explains two important charts, those are: 1) triangle chart describing the integration of soft skills in learning target, learning subject and learning experience; 2) oval chart describing a learning process as a process of acculturation with the emphasis on the continuous improvement.

The two charts above cannot be separated from the analysis of soft skills that will be developed. By those charts, the teacher as the manager of teaching and learning process will determine soft skills which will be taught related to the topic of hard skills determined. The focus of integrated soft skills is written when writing lesson plan as the target of soft skills. The description of integrated soft skills's mastery seems on the purpose, indicators, learning materials, learning experience as well as performance standard.

The next integration is on the student him/herself through the process of the mastery of each soft skill's concept guided by learning contract. With this mechanism, the student becomes ready to learn with integration pattern. Integration

of learning experiences describes that integrated soft skills must be guideline when the teacher determines the students' learning strategy. Integrated learning pattern determined must be based on real experience, task, and problem solving, as well as learning independence. The mastery of integrated soft skills will be meaningful when the students are active and independent.

The second chart is the process of integrated soft skills internalization. During the process of learning, the students still need counseling. The teacher should be an effective person in helping the students improving their soft skill's mastery and be sensitive toward the change of soft skill behavior of the students. Coaching and feedback mechanism determined by the teacher will help student in mastering integrated soft skills in consistent level. The teacher can determine evaluation whether using rubric, self-expression or evaluation among colleagues or group.

The second section also explains the process of learning occurs in continuous improvement cycle as the manifestation of habit. Soft skill is a part of personality and personality is the final result of systematic habit.

### 3. CONCLUSION

CILS model is a model that can be applied on various situations but still in the context in which those soft skills can be applied. With the bringing up pattern, the students can apply CILS model as well as observe its results.

There are 4 stages of CILS model, those are: 1) Model that emphasizes the emergence of the desired integrated soft skill behaviors. Soft skill is complex, so it is necessary to be observed and appreciated; 2) the development of mental process of the students seems on their particular behaviors. The students are given a lot of opportunities to participate actively in forming knowledge and making meaning as a part of personality; 3) the teacher creates learning scenario enabling the students in mastering the concept of integrated soft skills, improving comprehension, and forming consistent behaviors. It is supported by various learning situations which are based on real experiences, task, and problem solving, as well as learning independence; 4) the learning subject needs many opportunities to get exercises and to get feedback from real situation or simulation.

ILS model focuses on two main components: integration component and habit-based learning component. There is a process of integrated soft skill strengthening in it continuously, which occurs voluntarily and consciously.

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